

# 2022 Annual Report to the School Community

School Name: Mount Pleasant Primary School (1436)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2023 at 10:21 AM by Katherine Robinson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 May 2023 at 01:12 PM by Samantha Kargaran (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Mount Pleasant Primary School is a state government primary school located approximately 3 kilometres south east of the original Ballarat Post Office. The school's current enrolment is around 100 students. There are 21 staff members - teaching and non teaching (full time and part time).

The school attracts students from a wide range of socio-economic backgrounds. We are a diverse community that values inclusion. The school community highly values; supporting all of our students to develop dispositions that build the foundation to contributing positively and responsibly to their local and global community and, continuing to understand and implement evidence based best practice that is implemented consistently from Foundation to Year 6. The school is committed to delivering evidence based approaches to Reading, Writing and Numeracy. Mount Pleasant Primary School provides professional learning to staff that ensures children have classroom instruction that gives our students the best foundation to their schooling life.

The school has three main buildings. Building 1 - the original school building - accommodates six senior classrooms (each with student withdrawal and staff administration areas). Building 2 - houses 3 junior classrooms (each with student withdrawal and staff administration areas), the school's administration, resource centre, Information Technology Centre, art/craft room, staff amenities, kitchen and student toilets. Building 3 – our Arts Centre – includes a large multi-purpose room used for a variety of purposes including physical education and whole school assemblies, and school kitchen.

Our buildings provide students and staff with exceptionally pleasant and aesthetically pleasing learning and teaching environments. All classrooms are equipped with modern, networked computers and each has an interactive whiteboard to facilitate teaching and learning. The terraced school ground caters well for the needs of all students and provides recreational facilities for the community outside of school hours. Facilities include a basketball court, bat tennis courts, an oval, two climbing and adventure areas, landscaped gardens, a sandpit, sensory garden, shaded table area and extensive sealed and shaded areas.

Mount Pleasant Primary School school offers Visual Arts, Performing Arts, Music, Kitchen Garden, PE and Chinese. There are also small group Arts Intensives that are designed to support specific learning needs and that value the connection between the Arts and reading, writing and numeracy.

In 2022 the school also secured a grant of \$343,897 to refurbish the student toilets and a \$200,000 grant to build an Inclusive Sensory Playgroun. This work is in partnership with the VSBA and will begin in 2023. A grant for a new shade sail on the oval next to the Sensory Garden was completed at the end of 2022.

Parents, teachers and children are equally valued in the educational partnership and the school uses a range of ways to communicate with families including; the weekly school Newsletter is sent via email every Friday, SMS is used for general school reminders, families and the wider community can stay up to date with school celebrations via Facebook and Instagram and teachers use SeeSaw to send updates of child/ren's learning.

Our vision is to empower all students to achieve their best and to provide a happy, secure and challenging learning environment that caters for the needs of all learners within a positive, inclusive and supportive learning community. Students are encouraged to realize their potential through a broad range of educational and social experiences. We empower students to develop their knowledge, skills and dispositions that will enable them to be successful in learning and life. We value and promote strong home-school partnerships and connections with the wider community. Our practices reflect the school's values of respect, responsibility and resilience.

We warmly welcome families to visit our school website for detailed information about our learning community at Mount Pleasant Primary School.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our vision is to empower all students to achieve their best and to provide a happy, secure and challenging learning environment that caters for the needs of all learners within a positive, inclusive and supportive learning community. Students are encouraged to realize their potential through a broad range of educational and social experiences. We empower students to develop their knowledge, skills and dispositions that will enable them to be successful in learning and life. We value and promote strong home-school partnerships and connections with the wider community. Our practices reflect the school's values of respect, responsibility and resilience.

The school is organised into two Professional Learning communities - Junior (Years F - 2) and Senior (Years 3 - 6). Both teams meet on a regular basis to monitor student progress, analyse student achievement and plan for future teaching and learning. The

teams also meet together as a whole school PLC to use data and develop learning sequences. This provides the opportunity for the teachers to further analyse student data and provide greater differentiation whilst supporting their professional learning. During 2022 the school continued to a range of systems and processes to support assessment and reporting to support the return to school for students.

A new Instructional Model for Literacy was embedded in 2022. The new model is an evidence based approach to learning to read and write. Students in F-2 have a Sounds Write lessons to develop sound/letter knowledge, accurate word decoding and automaticity in decoding simple words. Students in Years 3-6 have daily Spelling Mastery lessons. Spelling Mastery is an evidence based program that interweaves three approaches according to students' skill development to help effectively teach the spelling skills students need to become proficient readers and writers. As our students become more proficient their language comprehension is developed by; activating word meanings, understanding sentences, making inferences, comprehension monitoring and understanding text structure. During 2022 all teachers continued to embed work guided by the Writing Revolution to further develop students understandings of sentences as the building blocks of writing, sentence expansion and note taking, planning before writing, single paragraph outlines and revising drafts of writing. The school continued with the services of Literacy consultant Emina McLean as a "critical friend" to continue to develop a refine the Literacy Instructional Model and evidence based practices that support Reading and Writing. All teachers completed a range of professional learning experiences that included; Language Arts – Lyn Stone and work with Emina McLean. The Principal also completed Yoshimoto Orton-Gillingham training to support the intervention of children that show a profile of dyslexia in their learning.

During 2022 the school continued to embed teaching Numeracy with the Big Ideas by Professor Di Siemon. The Big Ideas are about creating "number sense" - a person's general understanding of number and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgements and to develop useful and efficient strategies for managing numerical situations. The Big Ideas are the sequential building blocks to "number sense". In 2022 we completed working with Numeracy Consultants . The Numeracy Consultants have worked with a Numeracy Leader and teachers to; develop shared understandings, host whole school professional learning on "number talks", analyse student data, implement the Maths Online Interview F-2, co-create learning sequences for Number and develop collaborative practices including peer observations and feedback.

All staff were trained to use DIBELS. DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eight. Staff were also trained to use MClass, the software used to track students through 3 benchmarking periods and ongoing progress monitoring of their reading skills. This data is used to support children through Learning Community meetings to monitor and track student learning, trends are identified and tasks are differentiated.

There are documented Whole School Planners for Maths and English recently updated to match the Victorian Curriculum. There is a documented Whole School Assessment Schedule recently updated to align with the change in teaching practices that supports Sounds Write, Spelling Mastery and the implementation of school wide Maths Online Interview. Teachers have dedicated time during a weekly PLC to monitor and review student data resulting in lesson planning. Teachers plan according to the goals and priorities of the Annual Implementation Plan in Literacy and Numeracy so support student learning.

Future directions for the school in 2023 include participating in Cambridge Coaching in developing middle leaders to lead Professional Learning Community and embedding this as a structured approach to planning and updated planning documents that support Instructional Teaching and Learning Models. We will work with regional PLC Manager to continue to embed and guide us through the development of consistent approaches to reading from F-6. Work within Literacy and Numeracy will continue to evolve and be strengthened through documentation that supports instructional practices. Staff will also begin a rolling professional learning of LETRS training. The NEW LETRS® program is a two-year course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia.

## Wellbeing

Student wellbeing is supported by developing students understandings of themselves, their sense of belonging and inclusion in the school community. We value and support the development of strong relationships to support social/emotional wellbeing. The school is committed to providing a safe, nurturing and stimulating environment within which our students have the opportunity to realise their full intellectual, physical, creative and social/emotional potentials. The values of Respect, Responsibility and Resilience are central to the life of our school and how community members contribute to school life.

The school has embedded a School Positive School Wide approach to managing behaviours. During 2022 the school continued to revise and embed School Wide Positive Behaviour to support a consistent, supportive and orderly environment for all of our learning

community. School Wide Positive Behaviour has built a foundation for our school community to begin to develop a shared language and understanding of behaviour expectations. Further work will continue to build high expectations of classroom behaviour, student behaviour management and high expectations for all our learners. It is noted that the schools change from Balanced Literacy to Structured Literacy has supported an improvement in morning routines that has supported student learning and wellbeing outcomes during this time.

Health and wellbeing support such as Art Intensives, Small groups, Seasons groups to support changes and transition were prioritised for students. Education Support staff supported small groups based on specific student learning needs and learning aligned with personal goals to support inclusion of students needing support with self-regulation and for those needing additional support transitioning back to school.

The school continued to maintain and build strong partnerships with agencies to support students requiring intensive assistance to access the curriculum including; Student Support Groups meetings, small groups, art intensives and a Wellbeing Support Officer started working with small groups of students on transitions and change. The Wellbeing Support Officer also supported a range of families and staff when required.

The school has a dedicated staff member to support students well-being which includes identifying, assessing and supporting students with learning difficulties or disabilities. Creation of Sensory Space -2 lots of inclusion funding through department and application to purchase resources to set up space and PD for staff. The success of the School Wide Positive Behaviour program being celebrated as being one of two leader schools in Ballarat with best improvement and consistent practices in conflict resolution, bullying and promoting positive behaviour. The school provides dedicated 2 hours a week to physical activity for all students with an additional 1 hour a week provided by Kelly Sports for 6 weeks each term.

In 2022 the school continued with small groups Arts Intensives and Small groups to support students in a range of ways. These intensive programs have support students to strengthen a sense of belonging whilst engaging in activities that are supporting social, emotional learning and wellbeing. During 2022 the school continued to develop the Disability Inclusion Initiative. This is a state wide initiative to support students with additional needs. Staff began training and a Co-ordinator was nominated to begin this transition from PSDMS to DI. As part of this process the school changed documentation for Individual Education Plans to manage and support students identified as at risk.

Our students showed a particular resilience to returning back to school during 2022. This was evident in our Attitudes to School data with the following celebrations;

High Expectations for Success 98%

Advocate at School 90%

Life Satisfaction 87%

Differentiated Learning Challenge 89%

Respect for Diversity 89%

During 2023 the school will continue to support the social, emotional and learning needs of students through the implementation of the Disability Inclusion initiative. A Wellbeing Support team will also be developed in 2023 to support students, this will include; psychologists, wellbeing support officer, student wellbeing leader and DIP co-ordinator.

## Engagement

The school annually elects members from each class to represent their classmates on the SRC as well as offering a range of Leadership opportunities across the school at different times or for different events. This provides all students with an opportunity to provide input into decision making within the school. The school also encourages student nomination for student leadership positions every year. School captains have the added responsibility of leading the school assemblies, being ambassadors and model school values. The student body also nominate and elect the Sports House Captains. Student social, emotional and academic achievement is widely celebrated through the community via assembly awards, newsletters and social media.

During 2022 the school continued to offered a range of ways for our families to connect to classrooms. These included the introduction of Student Led Conferences, which saw an increase of participation in comparison to Parent Teacher Interviews. All classrooms use SeeSaw to celebrate student learning. Every family is connected to each of their children's SeeSaw journals and teachers upload pictures of achievements and student work to share with the families.

In 2022 the school held it's first Community Night since COVID. This was a very exciting event. An enormous number of families participated. They were able to watch student roaming performances, have a BBQ, a second hand book sale along with fun games and activities provided by school staff. The whole school community event had an emphasis on building connections to community – and coming back together after being apart.

The school invites families to attend SSG's each term for students on the PSDMS, in OOHC, Koorie and on the DiP in addition to Student Led Conferences. These meetings have 100% attendance and all families are guided through their child's Individual Education Plan.

With excitement our MPPS School Song was created in 2022. The school engaged local singer and musician Earl Leonard to write a song. This was a process that involved deep consultation with students and participation in small group and class workshops. All students were involved in this process. This was to create a sense of school pride, identity and belonging as we returned back to school in 2022. The song is on the schools website and is played at each Assembly and during special events. We also continued to support students with Good News Notes - this is a way we communicate the great things that our students do every day at school. We encourage families to celebrate with us when our students have wonderful achievements that can be social, emotional and academic. Developing student dispositions such as empathy, kindness and community are also celebrated with whole school Kindness Awards at Assembly.

During 2022 we continued with the work of the Student Attendance Officer role to support identification of chronic absence and ways to support families. Part of the Attendance Officer's role is to track, monitor and communicate student attendance in a supportive way with families and build community expectations of attendance. Part of this included sending home termly letters to all families regardless of attendance concerns. This was sent as a letter and a visual graph to support families to see the impact of attendance. Families were also alerted of attendance concerns via; phone calls from classroom teachers, SMS messages sent home.

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## Financial performance

The annual financial performance for Mount Pleasant Primary School shows the school finished 2022 with an Operating Surplus of \$199,000. The school is in surplus due to funds being carried forward from the previous year's surplus, which was partially being utilised for staffing to support student learning.

Equity money was again utilised effectively in providing staff support with Curriculum, Teaching & Learning Coach to support students social, emotional and learning needs.

The school equity funding in 2022 enabled the school to:

- Development of Education Support staff to lead small Groups of students who have specific emotional, social and academic learning needs
- Employ education support staff to support the learning needs of individual students and cohorts
- Intervention Programs - Employment of additional Education Support Personnel to support literacy and numeracy in the classrooms
- Staff ongoing training in Sounds Write - Systematic Synthetic Phonics whole school program and Response to Intervention for at risk students
- Increase staff to student ratio for targeted year levels and targeting specific learning cohorts.
- Enable Numeracy Coach replacement for peer observations and reflection
- Provide additional support for Tutor Learning Initiative
- Provide lunch time clubs to support vulnerable students and students at risk of disengagement.
- Allocate an Attendance Officer to work with Principal to set up and maintain Attendance procedures for students at risk of engagement.
- Whole school song to be created with local children's song writer - Earl Leonard. A project to create school pride, connectedness and develop a sense of belonging

All funds held by Mount Pleasant Primary School as at 31/12/2022 were reported and certified by School Council at the February 2022 meeting, with the Financial Commitment Summary being presented and accepted. Required Financial Attestation was completed by both the Principal and Business Manager, as per department requirements.

**For more detailed information regarding our school please visit our website at**  
<https://mtpleasps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 90 students were enrolled at this school in 2022, 39 female and 51 male.

6 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

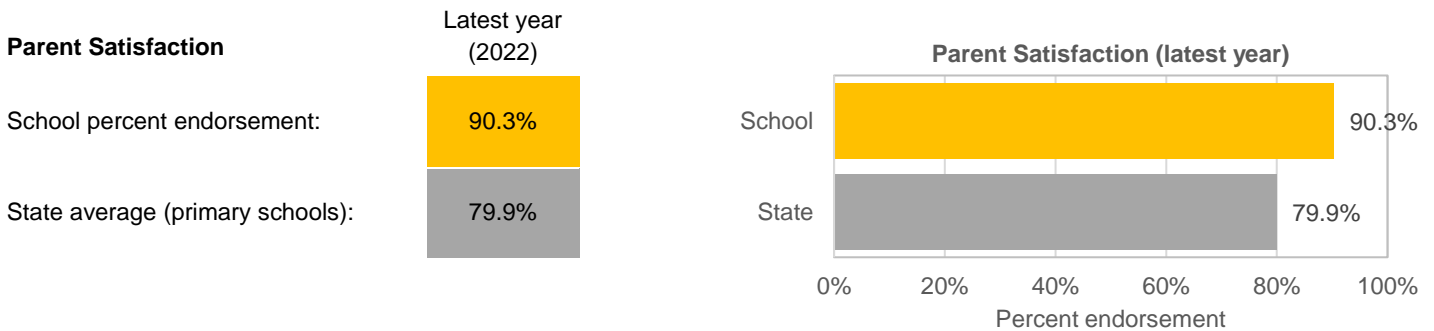
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

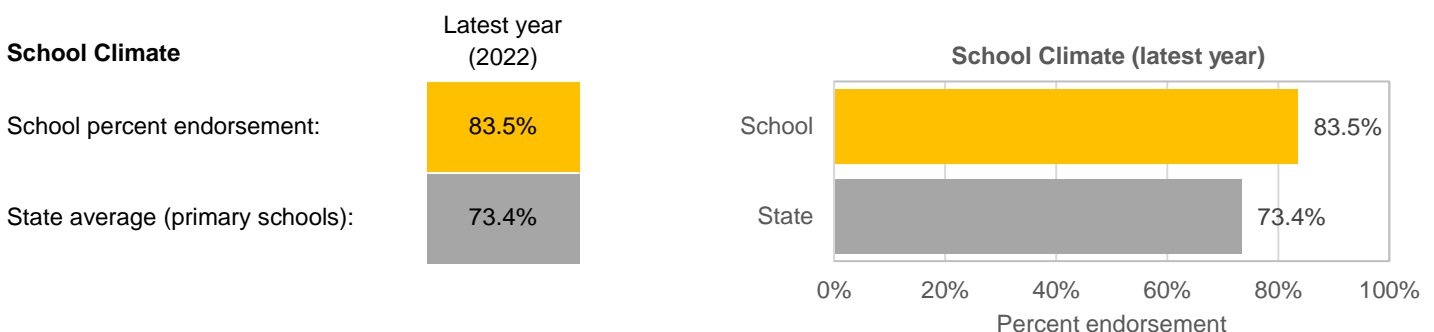


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

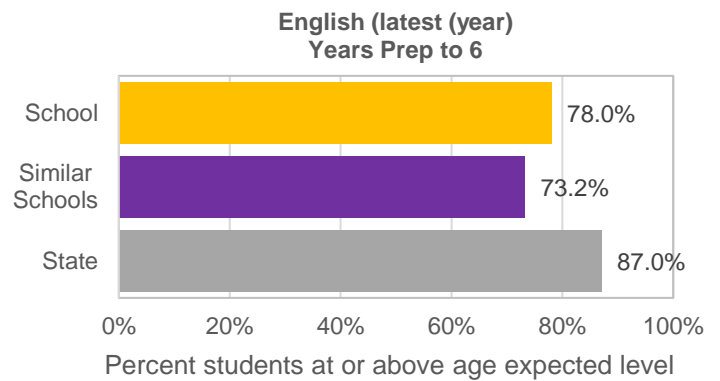
78.0%

Similar Schools average:

73.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

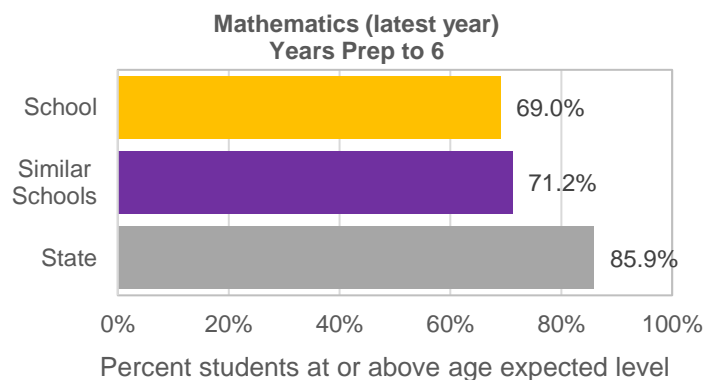
69.0%

Similar Schools average:

71.2%

State average:

85.9%



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

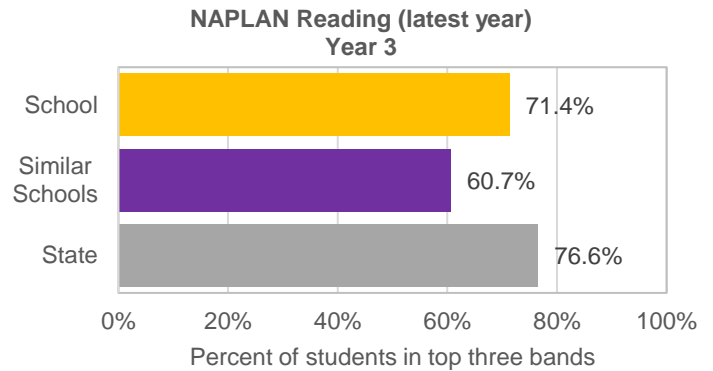
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

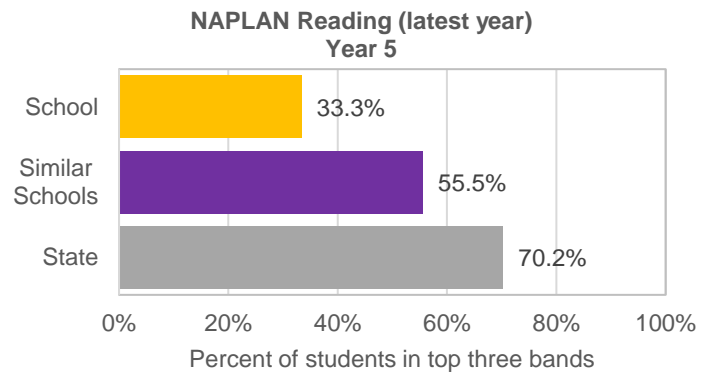
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	65.7%
Similar Schools average:	60.7%	61.8%
State average:	76.6%	76.6%



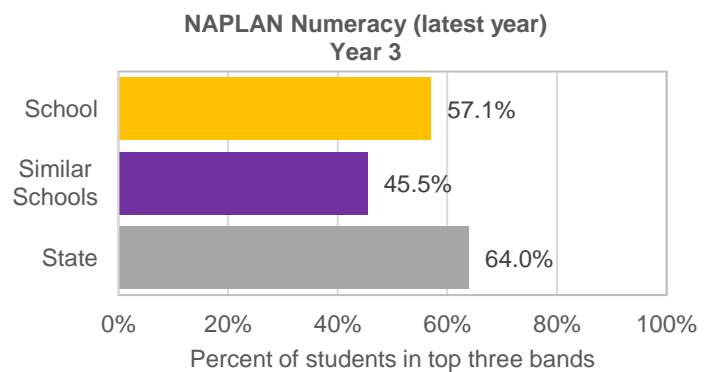
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	59.1%
Similar Schools average:	55.5%	55.8%
State average:	70.2%	69.5%



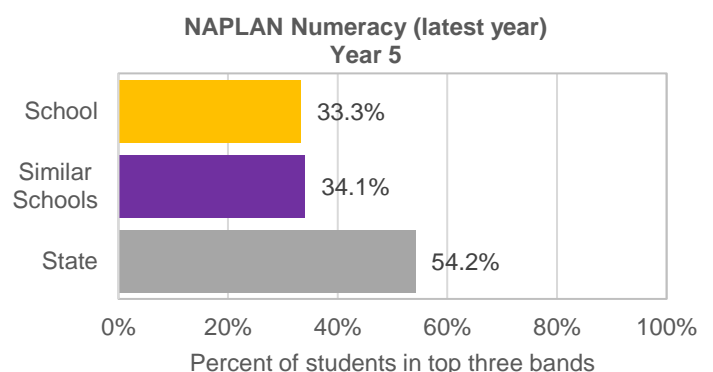
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	40.0%
Similar Schools average:	45.5%	48.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	27.3%
Similar Schools average:	34.1%	40.0%
State average:	54.2%	58.8%



## WELLBEING

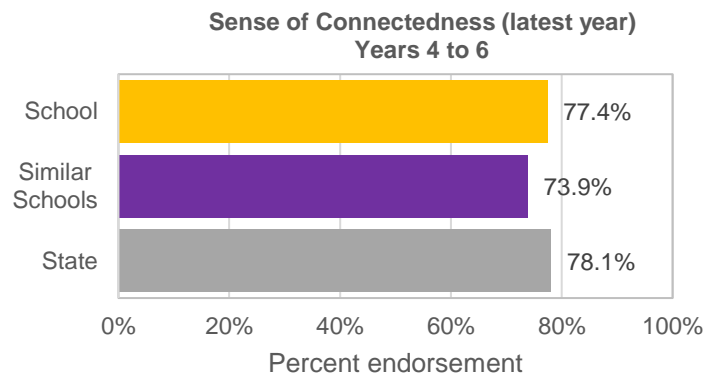
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.4%	69.1%
Similar Schools average:	73.9%	75.7%
State average:	78.1%	79.5%

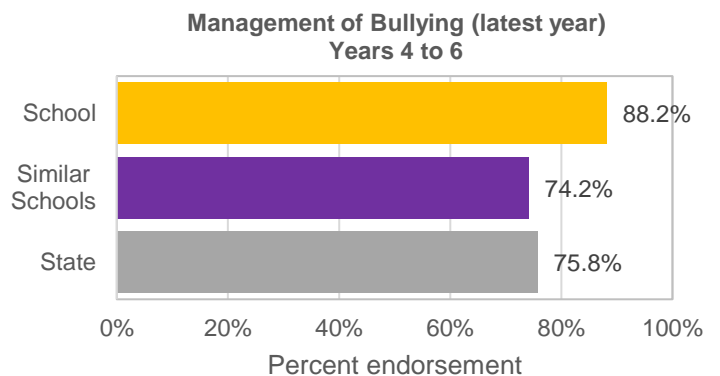


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.2%	76.5%
Similar Schools average:	74.2%	76.5%
State average:	75.8%	78.3%



## ENGAGEMENT

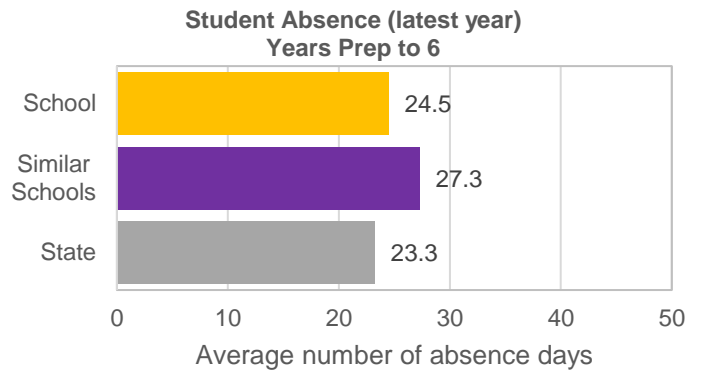
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.5	20.1
Similar Schools average:	27.3	21.1
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	86%	88%	94%	88%	83%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,602,011
Government Provided DET Grants	\$356,542
Government Grants Commonwealth	\$27,280
Government Grants State	\$6,800
Revenue Other	\$11,535
Locally Raised Funds	\$26,510
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,030,678</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$273,325
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$273,325</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,402,597
Adjustments	\$0
Books & Publications	\$2,546
Camps/Excursions/Activities	\$23,499
Communication Costs	\$4,299
Consumables	\$44,790
Miscellaneous Expense <sup>3</sup>	\$15,637
Professional Development	\$13,874
Equipment/Maintenance/Hire	\$28,038
Property Services	\$96,979
Salaries & Allowances <sup>4</sup>	\$60,451
Support Services	\$29,933
Trading & Fundraising	\$4,132
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,677
<b>Total Operating Expenditure</b>	<b>\$1,742,454</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$288,224</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$263,646
Official Account	\$7,733
Other Accounts	\$690
<b>Total Funds Available</b>	<b>\$272,069</b>

Financial Commitments	Actual
Operating Reserve	\$48,673
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,251
School Based Programs	\$116,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$190,624</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*